



IN THE TAY RIVER

uring the annual Polar Bear Plunge in Perth. More
g nine-year-old Sarah Bell. All proceeds raised were

Ryan Holland photo

n to hospital rashes into nt patio

cross the parking called 911.

the Johnsons ap-
par to help, and
man, who was still
little white dog
car with her, and
ncerned about its
aid.

she had seen the
the car, but it ran
reached. She then

Bowyer said it was lucky no one
was in the parking lot at the time
of the crash. If it had occurred
just minutes before, the result
could have been a lot worse.

"Ten minutes before, we were
full," she said. "We had just
emptied out."

The woman was in stable con-
dition as of 4 p.m. on Jan. 3, ac-
cording to the OPP.

The new meaning of sharing

Glen Tay school uses
technology to share
book written by students

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Some of Perth's youngest auth-
ors got a chance to share their
work from the comfort of their
own classroom last month.

The Grade 3 class from Glen
Tay Public School authored their
own book, complete with sound
effects, and shared it with other
schools using the class' SMART
Board videoconferencing tool,
said teacher Heather Snider.

"It was a lot of work," she
said. "But once students started
adding those details (like sound
effects), that's when the interest
climbed."

The students put their own
twist on a book called *Bertie
Bear's Christmas*. Re-titled *Bertie
Bear Wakes Up*, the students
wrote their own ending to the
story, and then added sound
effects. The effects can be heard
when students press buttons on
the interactive SMART Board.

The project is part of the Upper
Canada District School Board's
SMART Inclusion program,
which combines software for
special-needs students with
SMART Board technology.

"It's using technology to create
an inclusive environment," said
principal Eric Hardie.

Once the book was finished,
students shared it with Oxford on
Rideau School in Oxford Mills and
R. Tait McKenzie Public School in
Almonte via videoconference.

Using a microphone, students
read their story aloud to the other
schools and pushed buttons on
the screen to provide the sound
effects, while the other schools
were able to watch and listen in
their own classrooms.

"It's kind of a re-interpretation
of what the technology was origi-
nally intended for," Hardie said.

The students loved writing the
story and recording their own
sound effects, and every student
was given a job to do, Snider
said.

Students who were better at
doing audio recording became
"sound experts," while other
students helped rewrite the story,
she said. "It allowed each person
to show their strengths," said
Snider. "They were thrilled."